

### Unit Overview

**Topic: Talking about prices**

In this unit students focus on talking about shopping. In the Conversation, they listen as Emi buys a TV. Students learn the rules for talking about prices and using count and non-count nouns in How English Works and talk about shopping in different Situations. In the Communication section students play a price-guessing game. In English Out There, students compare things they'd like to buy.


**Audio CD-2 :**

Vocabulary Preview	CD 2 track 6	Conversation questions (1-3)	CD 2 track 8
Conversation	CD 2 track 7	How English Works (1-12)	CD 2 track 9
		Situations (1-5)	CD 2 track 10

**Warm Up (books closed)**

This activity will help prepare students to talk about prices and shopping.

1. Greet students and introduce the warm up. T: *Welcome. Today we're going to talk about shopping.*
2. Pass out some advertisements from sales with pictures of items and prices. Tell students to work in pairs or individually to find something that they would like to buy.
3. After a few minutes, ask them about their choices. T: *What do you want to buy, (name)?* Prompt the student to answer or hold up the picture. T: *That's nice. How much is it?* You may need to help students say the price and write it on the board for all students to see.
4. Have the class repeat the price. Ask 3 to 5 students about their choices.

- 2 Introduce the vocabulary. T: *Let's look at some words and expressions we use when we shop.*
- 3  Read the words or play the audio. T: *First, let's look at some large numbers.*
- 4 Explain or draw pictures of any of the words that students don't know. T: *Are there any words you don't know?*
- 5 Have students repeat the words. Emphasize the stressed syllables. T: *Repeat the words: one hundred, one hundred fifty, etc.*
- 6 Ask the class for more ideas. T: *Let's think of some other large numbers.*

**Optional**

Have the students work with a partner to say additional numbers.

- 7 Repeat Steps 3 through 6 for **Common items to buy and Counters.**

**Unit Goals & Vocabulary Preview** page 67

- 1 Read over the Unit Goals with the students.

**Vocabulary Preview: word stress and other examples**


<p>Large numbers</p> <p>100 (one <b>hundred</b>), 150 (one hundred <b>fifty</b>) 500 (<b>five</b> hundred) 1,000 (one <b>thousand</b>) 1,500 (<b>one</b> thousand five <b>hundred</b>) 10,000 (<b>ten</b> thousand) 15,000 (fifteen <b>thousand</b>) 100,000 (one <b>hundred</b> thousand) 1,000,000 (one <b>million</b>)</p> <p>Other examples</p> <p>one billion one trillion half a million</p>	<p>Common items to buy</p> <p>TV            <b>computer</b> <b>bed</b>            <b>chair</b> <b>table</b>          <b>sofa</b> <b>eggs</b>          <b>vegetables</b> <b>furniture</b>     <b>milk</b> <b>meat</b>          <b>bread</b></p> <p>Other examples</p> <p>apples            oranges dishes            glasses fish                chicken tofu                rice</p>	<p>Counters (Measures and containers)</p> <p><b>gallon</b> <b>quart</b> <b>liter</b> <b>kilo</b> <b>pound</b> <b>bag</b> <b>bottle</b> <b>jug</b> <b>carton</b> <b>tube</b></p> <p>Other examples</p> <p>ounce          gram box              cup              package</p>
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## Conversation page 68

This conversation offers models for talking about prices and buying things.

① As a warm up, ask students about individual frames in the story. It's all right if students guess. T: *Now turn to page 68. Look at the illustrations. Where is Emi? [in a store/in a department store] What is she doing? [looking for a TV/buying a TV/talking to a salesperson] Who is the man? [a salesperson/a store employee]*

② Set up the situation before playing the audio. T: *Emi wants to buy a TV. A salesperson offers her advice. Let's listen.*

③  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Play the audio twice so that the students become familiar with the conversation. Ask the students to close their books as they listen a second time.*

④  Play the Conversation questions in Step 2 or read the questions. Have students listen to the questions and circle the answers. T: *Listen to the questions about the conversation and circle the correct answers.*  
**Question 1:** *How much do the 3 televisions cost?*  
**Question 2:** *Why does Emi buy the MiniView television?*  
**Question 3:** *How much money does Emi spend?*

⑤ Elicit answers from students. T: *(Name), what did you circle for number 1?*

### Answers

- (a) \$1,999, \$999, and \$199 (In Frame 2, the salesman says the Multivision is \$1,999. In Frame 4, he says, "We have the Vista. It's on sale. Only \$999." In Frame 6, he says, "The MiniView? That's \$199.")
- (c) It's perfect for her. (In Frame 5, Emi sees the MiniView and says, "This is perfect!")
- (b) \$199 (In Frame 6, the salesman says, "The MiniView? That's \$199." Emi replies, "I'll take it.")

### Optional

Ask students a few additional, open-ended questions about the conversation. T: *Is the salesman friendly? What does Emi think about the salesman? Look at Frame 6. What emotion is the salesman feeling? What do you*

*think will happen next?*

⑥ Put the students into pairs. T: *Work with your partner and practice the conversation.*

### Practice Point

Tell students to stand up and use gestures that express the characters' motivations.

- Salesperson: You want Emi to buy an expensive TV.
- Emi: Be careful. You don't want to buy an expensive TV.
- It's okay to use original lines. You don't have to follow the Conversation lines exactly.

⑦ After the students have practiced the conversation at least 2 times (switching roles for the Salesperson and Emi), have them replace the words in red. T: *Now practice again with the new words. Point out the substitution words at the bottom of the page.*

⑧ Walk around the classroom, helping students as necessary.

### Optional

Have students practice a third time, but replace the words in red with their own words. T: *Now practice the conversation and try to replace the words in red with new words.*


### Culture Notes

- Most currencies have a kind of "short-hand" for saying prices. People often say dollar prices over 100 dollars without the word "dollar": 125, 999, 2150. In conversation, people often say numbers in "pairs": 125 = one-twenty-five. 999 = nine-ninety-nine, 2150 = twenty-one-fifty.
- The salesperson says, "Only..." (Frames 2 and 4) and "It's on sale..." (Frame 4). These are ways to make the price seem low.

## How English Works page 69

This section focuses on prices and both count- and non-count nouns.

### Checking students knowledge

- 1 Have students work alone or in pairs to read the examples and the rules and fill in the blanks.
- 2  Play the audio so students can check their answers.
- 3 Answer any questions students have.

### Explaining the Grammar Points

#### Grammar Point 1: Asking the price

4 Say the example. T: *How much is this TV?*  
T: *Can you find this question in the Conversation?* (Frame 5)

5 Write on the board: How much is this TV? How much does this TV cost?  
Underline How much. T: *We use "how much" to ask about prices. (Circle or point to "is" and "does...cost".) We use it with the simple present of "be" or "cost".*

6 Read the rule, pointing out the singular/plural distinction. Give extra examples and ask questions about common items.

7 Go over More about it: high prices. Check for questions.

#### Grammar Point 2: Saying the price

8 Say the example. T: *It's \$999.*  
T: *Look at the conversation. Can you find any prices?* (Frame 2: \$1,999. Frame 4: \$999. Frame 6: \$199.)

9 Write on the board: It's \$75. They're \$12.  
Underline \$75 and \$12.

T: *How do we say the price? It's \$75. They're \$12. Point to the dollar sign and the number as you say the prices. T: First say the number, then say the currency.*

10 Give extra examples as needed. Read through the rest of the Rule and More about it: American currency.

#### Grammar Point 3: Count nouns

11 Say the example. T: *Looking for a TV?*  
T: *Can you find this question in the Conversation?* (Frame 1)

12 Define count nouns: Pick up a few pens. T: *"Pen" is a count noun. We can count things like pens. Count them. T: 1 pen, 2 pens...*  
Identify a few more count nouns and have the class count with you.

13 Write on the board: He has a TV. He has an apple.

Underline a and an. T: *Is TV a count noun? (yes) Is apple a count noun? (yes) With one count noun, we use "a" or "an". We use "a" with consonants and "an" with vowels.*

14 Go over the rest of the Rule and More about it: some/nothing and non-count nouns.

### Using the grammar

15 Ask students questions about prices and common items to buy.

- Prices: T: *How much does rice cost? How much is a kilo of coffee? How much do CDs cost?*
- Common items: T: *Do you have an alarm clock? Who needs a TV? Who likes milk?*

### Grammar guide

Grammar Point 1: The meaning of "the price is..." and "it costs" is the same, but the form is different.

Questions: How much + "be" + item OR How much + "do" auxiliary + item + "cost"  
Answers: It/They + "be" + price OR It/They + "cost" + price

Grammar Point 2: The way of saying prices differs from country to country. This section gives the most common ways of talking about American currency.

Grammar Point 3: The use of articles, singular and plural nouns, and counters varies from language to language. This section provides an overview of some of the basic rules.

### Answers

1. How much is this CD?
2. How much do these CDs cost?
3. It costs \$99.
4. It's \$1,575 (fifteen seventy-five).
5. It costs \$325.00 (three hundred twenty-five dollars).
6. Her plane ticket costs \$1,200. (one thousand two hundred dollars).
7. It's \$11.95 (eleven dollars and ninety-five cents).
8. It's \$2.95 (two ninety-five).
9. I need an alarm clock.
10. A bag of apples is \$15.
11. We need some vegetables.
12. We need milk.

## Situations page 70

This activity provides models for talking about shopping.

❶ Warm up by asking questions about each frame. It's okay for the students to give one-word answers. T: *Let's look at the illustrations. What is the woman shopping for in Frame 1? [a computer] In Frame 2, what do you think they are talking about? [skis] In Frame 3, where are the women? [at home/in the kitchen/near the refrigerator] Who is the man in Frame 4? [a salesperson/a salesman] What does the man in Frame 5 want to do? [rent a car]*

❷ Put students into pairs to fill in the blanks. Allow them about 10 minutes for this.

❸ Have the students practice the conversations together orally. T: *Now, practice the conversations with your partner.*

### Everyday Expressions

Write these expressions on the board. If students are comfortable with the dialogues they can practice again with the substitutions.

Frame 1: How much is this computer? = What's the price of this computer?

Frame 2: How much are those skis? = How much are they asking for those skis?


Frame 3: We don't have anything for breakfast. = We don't have a thing for breakfast.

Frame 4: That's a good deal. = That's a bargain.

Frame 5: That's 279 dollars a day. = The rental fee is 279 dollars a day.

That's only \$29 a day. = That goes for just \$29 a day.

❹ Have students switch A-B roles and read the conversations again. T: *Now switch. A, you're B. B, you're A.*

❺  Play the audio so students can check their answers. T: *Now let's listen to the conversations. Check your answers.*

❻ Have students cover the words and say the conversations from memory. T: *Now, cover all the words. Say the conversations again.*

❼ After students have practiced all 5 conversations, have them ask their partners about prices. T: *Now look at number 6.*

*Pretend you're at a street market. Ask about the prices of things at the street market.*

❽ Ask students what they talked about.

T: *(Names), what items did you two talk about? What did (Name), want to buy? How much was it?*

### Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

**Situation 1:** *You need to buy a new pair of jeans (or a new suit). Ask the salesperson about the different styles.*

**Situation 2:** *You need to buy supplies for a party (or other event), but you don't have a lot of money to spend.*

It's okay for students to write out their dialogues first. Have volunteers stand up and present their dialogues to the class.

### Answers

1. A: How much is this computer?

B: It's \$1,999.

A: And what about that one? How much does it cost?

B: That's only \$999.

2. A: How much are those skis?

B: Only \$2,000.

A: \$2,000 for a pair of skis? Are you crazy?

B: New Soar skis cost \$4,000.

3. A: We don't have anything for breakfast.

We need some milk and some cereal.

B: Okay, but we need to get some money first.

4. A: How much do these shoes cost?

B: They're \$29.

A: Oh, that's a good deal!

5. A: I'd like to rent a BMW convertible.

B: Certainly. That's 279 dollars a day.

A: Wow. How much is a Ford Aspire?

B: That's only \$29 a day. (It's)

## Communication page 71

In this activity, students play a guessing game about prices.

① Warm up: Use the same pictures you used for the Unit warm up. Put them on the board. T: *I want to buy that (car, pair of pants, etc.). Who's selling it?* If no one volunteers to be the "seller", choose a student. T: *How much is it (are they)?* Prompt the student to say a price. T: *Oh, that's too expensive. (OR: That's a good price. I'll take it).*

② Choose another student to be the buyer. Prompt the student through the process, modeling the language again. Repeat with 3-5 students.

③ Introduce the main activity. T: *Turn to page 71. Look at the pictures. (Explain what each item is, if necessary.) What's the price of each thing? Write down your guesses.*

④ After students have written their answers, put them into groups of 4. T: *Now, talk about the prices with your group. Let's do the example together.*

⑤ Choose 4 students to model the dialogue, and T: *(Names), would you model the example? Average the prices together as a class. T: Okay, now let's average the prices.*

Illustrate on the board, if necessary. T: *Do you understand how to average your guesses?*

⑥ Give the groups about 10 minutes to talk about the prices and average them. T: *Now talk about the prices and find the average price.*

⑦ Walk around the room and give each group a number. Write the numbers on the board. Then start the game. T: *Okay, stay in your groups. (Group 2), how much is dinner for two at Maxim's restaurant in Paris? Go around the room and have each group say their guess. Then say the real price. (See answer key below.) Give the group closest to the correct price 3 points. Give the next closest group 2 points. Give the third closest group 1 point.*

⑧ Ask about the rest of the items. Keep track of each group's points on the board. After you've said the price of all of the items, add up each group's points and have the class give the winning group a round of applause.

⑨ Ask a few wrap up questions. T: *Which*

*prices did you get right? (Which of your prices were close?) Which ones did you get wrong? (Which of your prices were way off?) Which of these items would you most like to buy? Why?*

### Answers

Dinner for 2 at Maxim's: \$350

An 18th century vase: \$3,500

Elvis Presley's guitar: \$250,000

A European doll: \$800

A French chair: \$2,600

A cruise around the world: \$15,325

### Communication extension

1. Have a class auction. Use the pictures from the unit warm-up, or photocopy some more pictures of items to buy.
2. "Give" each student \$10,000. (Use play money, if possible.) Tell students they have to bid on at least 2 items. Each time they bid, they have to say why they want the item.
3. Start the auction. Show the first picture and describe the item. Ask for bidders. "Sell" the item to the highest bidder.
4. Continue with the other items.
5. You can keep track of the items and the "buyers" on the board.

### Bonus

⑩ Put students into pairs and introduce the activity. T: *Look at the bottom of page 71. Read through the questions with the class. T: Ask the questions to your partner. Then switch.*

⑪ After a few minutes, ask a few wrap up questions. Elicit first and third person answers. T: *Do you and your partner like to shop for the same things? How about at the same places? (Name), how often does your partner go shopping?*

### Extension Writing Activity

1. What does your partner think about shopping? Think of your partner's answers to the Bonus questions, and write a few sentences.
2. Choose a topic: a good shopping district, food shopping, or clothing shopping. Write 3 sentences about it.

## English Out There page 72

This activity encourages students to research real items for sale.

- ❶ Warm up: Have students open their books to page 72 and look at the want ads. T: *Does anybody know what these are? [want ads/classifieds] Where do you find them? [in the newspaper]*
- ❷ Ask if people buy things from want ads. T: *Do you buy things from want ads? Why? Why not? What do you buy?* You can bring in some want ad pages from English language newspapers as examples.
- ❸ Introduce the activity. T: *Turn to page 72. Look at the items for sale. Point out the items and define them as necessary. Can you find these items in the want ads?* Students can work alone or with a partner.
- ❹ Have students circle the things they want. T: *Now read the ads and circle the items you want to buy.*
- ❺ Put students into pairs and compare their choices with a partner. T: *Now compare with your partner. Do you want the same things?*
- ❻ Walk around and offer help as needed.
- ❼ Allow 5-10 minutes for students to discuss their choices. Then ask a few follow up questions. T: *What did you and your partner want? Do you like the same things?*

### Out There homework

- ❽ Read instructions for the homework assignment. T: *Look at the bottom of page 72. Read the homework instructions.*
- ❾ Give students ideas of how to find advice columns online. T: *Page 111 has a list of auction websites. You can use the sites listed or find your own.*
- ❿ Explain how the homework will be presented in a later class. T: *Bring in pictures of the items you chose. Bring in the prices, too. In the next class, we'll share them with each other.*

### In the Computer Lab

Page 111 lists shopping sites.

1. Students will be taken to a shopping directory or a site with articles about attitudes towards shopping. They can click on the kind of product they're interested in, on a brand name, or on

the word "shopping".

2. To find a specific product, students may have to click through several pages. They can click on a brand name or a picture, or look through the directory. For example, if a student is interested in cookbooks, he or she can click on "books", then "cookbooks" or "cooking", then on the name of a bookstore or a picture of a book.

Encourage students to explore. T: *Have fun looking at different things to buy and learning about how people feel about shopping. Can you find a new product? Can you find a new store? Can you find a new idea about shopping.*

### Out There follow up (next class)

If you have assigned the homework:

- ❶ Put students into groups of 5. Have them compare items and identify the cheapest, most expensive, and most unusual item.
- ❷ With the class as a whole, have each group present their results. Write the names and prices of the cheapest and most expensive items on the board. Take a class vote to determine the most unusual item.
- ❸ Have each student think of 1 thing they would like to buy if they had the money.

If you haven't assigned the homework:

1. Bring in pictures of unusual items and distribute 1 or 2 pictures to each group of students.
2. When a group is finished discussing their pictures, they should pass them on to the group to their right and get new pictures from the group on their left. Continue the process until students have looked at all the pictures you have brought in.
3. Follow Steps 2-3 above.

### English in the Real World

Encourage students to use the ideas from this unit outside of class. Here is one idea:

- Think about an item you want to buy. Go to 5 different stores. Compare prices at each store.